**Pre-Kindergarten**

**Instructional Materials Evaluation**

Publisher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program or Textbook Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ratings**

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| --- | --- | --- | --- | --- |
| Not Present | Barely Evident in Materials | Some of the Materials | Majority of Materials | Embedded Throughout Materials |
| 0 | 1 | 2 | 3 | 4 |

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|  | **Rating** | | | | |
| **Category 1: Instructional Design** | **0** | **1** | **2** | **3** | **4** |
| Lessons provide opportunities for students to actively and confidently engage in play as a means of exploration and learning. |  |  |  |  |  |
| Lessons provide opportunities for students to actively engage in problem solving. |  |  |  |  |  |
| Lessons provide opportunities for students to ask questions and continue to develop their curiosity and interest in learning new things and having new experiences. |  |  |  |  |  |
| Lessons provide opportunities for students to engage in whole group, small group, and one-on-one learning experiences. |  |  |  |  |  |
| Lessons provide opportunities for the students to use math regularly and in everyday routines to count, compare, relate, identify patterns, and problem solve. |  |  |  |  |  |
| Lessons provide opportunities for students to use observation and manipulation, ask questions, make predictions, and develop hypotheses to gain a better understanding of information and activities in their surroundings. |  |  |  |  |  |
| The content is drawn from current child development science and includes many opportunities for content to be developed from the interest and ideas of the students. |  |  |  |  |  |
| A complete assessment system is provided with diagnostic, formative, and summative assessments. |  |  |  |  |  |
| **Evidence to Support Ratings:** | | | | | |

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|  | **Rating** | | | | |
| **Category 2: Physical Development of Students** | **0** | **1** | **2** | **3** | **4** |
| Lessons provide opportunities for students to use their senses to assist in and guide their learning. |  |  |  |  |  |
| Lessons provide opportunities for students to engage in activities that develop coordination and control of large muscles (for movement, navigation, and balance). |  |  |  |  |  |
| Lessons provide opportunities for students to manipulate objects (pencils, paint brushes, scissors, wooden beads, blocks, etc.). |  |  |  |  |  |
| Lessons provide opportunities for students to identify and practice healthy and safe habits. |  |  |  |  |  |
| **Evidence to Support Ratings:** | | | | | |

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| --- | --- | --- | --- | --- | --- |
|  | **Rating** | | | | |
| **Category 3: Social and Emotional Development of Students** | **0** | **1** | **2** | **3** | **4** |
| Lessons provide opportunities for students to recognize himself/herself as a unique individual with his/her own abilities, characteristics, feelings, and interests. |  |  |  |  |  |
| Lessons provide opportunities for students to develop positive relationships with adults. |  |  |  |  |  |
| Lessons provide opportunities for students to develop positive relationships with peers (interacting with other children through play, sharing materials, etc.). |  |  |  |  |  |
| Lessons support the learning and following of classroom routines. |  |  |  |  |  |
| **Evidence to Support Ratings:** | | | | | |

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|  | **Rating** | | | | |
| **Category 4: Responding to Culture and Context** | **0** | **1** | **2** | **3** | **4** |
| Lessons provide opportunities for students to engage in a variety of speaking and listening activities. |  |  |  |  |  |
| Suggestions for strategies for differentiation are provided to support the needs of English Language Learners based on their language proficiency levels. |  |  |  |  |  |
| Vocabulary instruction is differentiated based on proficiency levels and includes support for learning and applying new words in context. |  |  |  |  |  |
| Lessons provide opportunities for students to develop a sense of self, confidence in their abilities, and a strong identity that is rooted in their family and culture. |  |  |  |  |  |
| The materials provide guidance to teachers in creating a classroom environment that reflects the cultural and linguistic backgrounds of the students. Lessons provide opportunities for students’ home language and home culture to be brought into the classroom. |  |  |  |  |  |
| **Evidence to Support Ratings:** | | | | | |

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|  | **Rating** | | | | |
| **Category 5: Early Literacy** | **0** | **1** | **2** | **3** | **4** |
| Lessons provide opportunities for students to ask and answer questions about a variety of texts (with prompting and support). |  |  |  |  |  |
| Lessons provide opportunities for students to retell familiar stories (with prompting and support). |  |  |  |  |  |
| Lessons provide opportunities for students to engage in the learning of new vocabulary through authentic interactions with text and through conversation. |  |  |  |  |  |
| Lessons provide opportunities for students to develop print concepts (reading from left to right, etc.). |  |  |  |  |  |
| Lessons provide opportunities for students to develop phonological awareness. |  |  |  |  |  |
| Lessons provide opportunities for students to develop phonics and word recognition skills (one-to-one correspondence, recognize own name, understand that print is a system of visible marks that represent the sounds within words and the words themselves) |  |  |  |  |  |
| **Evidence to Support Ratings:** | | | | | |

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| **Overall strengths and weaknesses:** |

**References**

Dallas Independent School District (2010). *Textbook adoption evaluation rubric packet.*

Head Start (2013). *Choosing a preschool curriculum.*

National Association for the Education of Young Children (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8.* (Position Paper)

New York State Education Department (2013). *New York state prekindergarten foundation for the common core.*

The National Center of Quality Teaching and Learning (August 2012). *Framework for effective everyday practice.*

The National Center of Quality Teaching and Learning (2012). *School readiness goals for preschool children in Head Start programs: Examples from the National Center on Quality Teaching and Learning.*